

SUCCESS

CRITERIA

for

writing

Chris Quigley

ABOUT THE AUTHOR

CHRIS QUIGLEY

CHRIS QUIGLEY BA (hons), NPQH is a leading trainer of inspectors to the new Ofsted framework. He took up his role as Senior Consultant with Focus after a highly successful headship. He has led two schools through successful OFSTED inspections and was described in October 2001 as “an outstanding leader with exceptional vision. He provides excellent leadership and is the driving force behind the school.”

He is qualified as a registered OFSTED inspector and he combines his practical knowledge of leading a school with his awareness of what OFSTED considers to be ‘excellent’ practice. His ability to convey the sometimes conflicting messages from agencies in a simple, down to earth and practical manner is one of his key strengths that make him an extremely popular speaker and trainer.

Alongside Chris’ inspection work he has also led many of Focus’ conferences over past terms on a range of topics and is widely becoming a recognised name. His work on curriculum development within the ‘Excellence and Enjoyment’ agenda is having a major impact on many schools throughout the country and his work extends to the international arena with significant work in Switzerland.

ALSO BY CHRIS QUIGLEY

Accelerate Your Learning In The Literacy Hour

The Behaviour Toolkit

The Assessment for Learning Toolkit

Key Skills for an Excellent and Enjoyable Curriculum

Target Setter - Numeracy

Target Setter - Reading

Target Setter - Writing

Every Child Matters: Writing a SEF that Works

Creativity Toolkits: Key Stage 1

Creativity Toolkits: Lower Key Stage 2

Creativity Toolkits: Upper Key Stage 2

© Chris Quigley 2007

All rights reserved

Reproduction, storage, adaptation or translation, in any form or by any means, of this publication is prohibited without the prior written permission of the publisher. Excerpts may be reproduced for the purpose of research, private study, criticism or review, or by educational institutions solely for educational purposes, without permission, providing full acknowledgement is given.

First Published in the UK in 2006 by Focus Education (UK) Ltd

Focus Education (UK) Ltd

Publishing

113-115 High Street

Uppermill

Saddleworth

OL3 6BD

Focus Education (UK) Ltd Reg. No 4507968

ISBN 978-1-904469-55-1

Companies, institutions and other organisations wishing to make bulk purchases of books published by Focus Education should contact their local bookstore or Focus Education direct:

Customer Services

Focus Education, 113-115 High Street, Uppermill, Saddleworth, OL3 6BD

Tel 01457 872427 Fax 01457 878205

Printed in Great Britain by The Studio (Manchester) Ltd, Swinton, Manchester

INTRODUCTION

Success criteria help children to understand what you are looking for in a piece of writing.

These resources help children from Reception to Year 6 to become confident, self-evaluating writers.

Each statement may be used as an individual teaching point, taking one lesson or a number of lessons culminating in a finished piece of writing.

The layout encourages self-evaluation by children as well as providing a feedback device for teachers.

SUGGESTED USES:

- Use as a self evaluation tool for children.
- Use as a marking or feedback sheet, indicating where children have been successful.
- Use each criterion to evaluate published texts and as teaching points towards your ultimate goal.
- Attach children's work to the photocopied sheet, with both teacher's and the child's evaluation and place in a learning log.
- When writing across the curriculum, use the success criteria from previously taught writing skills so that children produce work of the same high standard. (E.g. Year 4 children writing instructions in science – help them to write GOOD instructions by providing them with the success criteria you used the last time they wrote instructions.)

SECTION

RECEPTION

2

Success Criteria for Writing © Focus Education Ltd. 2007

Success Criteria for Writing

I can write a story with a pattern

Me	How I know	Teacher
	I can describe the place where the story happens	
	I can describe the characters	
	I can make something happen	
	I can make a rhythm	
	I can use words that start with the same letter	
	I can spell the word 'and'	
	I can use CAPITALS to show noisy words	

What could I do to improve my story next time?

I can write an action rhyme

Me	How I know	Teacher
	My chant is good for playground games	
	My chant has a repeating rhythm	
	My chant has a rhyme patter	
	My chant is fun to say out loud	

What could I do to improve my action chant next time?

I can write a traditional tale

Me	How I know	Teacher
	I have used traditional language	
	I have described the characters	
	I have told the reader details: who, what, where, when, how?	
	I have shown the problem	
	I used 'Suddenly' and something happened	
	I solved the problem	
	I used words that start with the same letter	
	I gave the ending a moral	

What could I do to improve my traditional tale next time?

I can write instructions		
Me	How I know	Teacher
	I say it before I write it	
	I think before I write	
	I can write in a list	
	I can use numbers to show the order	
	I used 'bossy' words	
	I started with a verb	

What could I do to improve my instructions next time?

I can write stories with a pattern

Me	How I know	Teacher
	I used describing words	
	I say it before I write it	
	I can hear and write sounds in words	
	I used a full stop at the end of a sentence	
	I used capital letters correctly	
	I used a title	

What could I do to improve my story next time?

I can write signs		
Me	How I know	Teacher
	I think before I write	
	I helped to make a sign using the computer	
	My sign gives clear information	
	I used size and colour to get my sign noticed	
	I can read my sign	

What could I do to improve my signs next time?

I can write a list		
Me	How I know	Teacher
	I think before I write	
	I write lists going down the page	
	I don't use joining words	
	My list gives information	
	I used the sounds in words to help me spell	
	I can read my list back	
	My list makes sense	

What could I do to improve my list next time?



I can write a poem

Me	How I know	Teacher
	I said it before I wrote it	
	I used capital letters at the start of lines	
	I repeated some words	
	I used capital letters at the start of names	
	I used some rhyming words	



What could I do to improve my poem next time?

Lined area for writing improvements, featuring a large question mark graphic.

I can write my own nursery rhyme

Me	How I know	Teacher
	I say it before I write it	
	I can hear and write sounds in words	
	I used a full stop at the end of a sentence	
	I used capital letters correctly	
	I always put spaces between words	
	I used rhyming words at the end of lines	
	I can read my new nursery rhyme	

What could I do to improve my nursery rhyme next time?

I can recount something

Me	How I know	Teacher
	I planned my writing	
	I answered 'w' questions	
	My sentences are in the right order	
	I used helpful words to order my sentences	
	I used full stops correctly	
	I can read my recount back	

What could I do to improve my recount next time?

I can write longer stories with a pattern

Me	How I know	Teacher
	I planned my sentences	
	I used full stops at the end of my sentences	
	I put spaces between my words	
	I used capital letters correctly	
	I can read my story back	

What could I do to improve my story next time?



I can write modern poetry

Me	How I know	Teacher
	I say it before I write it	
	I can hear and write sounds in words	
	I used a full stop in the end of a sentence	
	I used capital letters correctly at the start of lines	
	I put spaces between words	
	I use rhyming words at the end of lines	
	I can generate a rhyme	
	I can read my new poem aloud	



What could I do to improve my poem next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.

I can write instructions and lists

Me	How I know	Teacher
	I know what a list is	
	I planned my writing	
	I made a list	
	I tried to write sounds in words	
	I used useful words	
	I can read my list	
	I can read my instructions	

What could I do to improve my instructions and lists next time?

I can write a report		
Me	How I know	Teacher
	My report gives information	
	My report answers questions	
	I have used captions	
	I can write my name as author	
	I have given my book a title	

What could I do to improve my report next time?

I can write a fairy tale

Me	How I know	Teacher
	I used fairy tale language	
	I described my characters	
	I tried to hear and write sounds in words	
	I used words that started with the same letter (alliteration)	
	I can tell my story in sequence	
	I can read my story	

What could I do to improve my fairy tale next time?

SECTION

YEAR 1

18

Success Criteria for Writing © Focus Education Ltd. 2007

Success Criteria for Writing

I can write an information book

Me	How I know	Teacher
	My front page is clear (the reader can predict content from the cover)	
	I have used questions to interest the reader	
	My labels and diagrams are clear	
	I have used full stops and capital letters	
	My sentences make sense	
	The information selected is appropriate	
	The information can be found using the contents page and index	

What could I do to improve my book next time?



I can write instructions

Me	How I know	Teacher
	My title explains what the instructions will help you to do	
	My 'What you need' box lists materials in order	
	My instructions are written in clear, sequenced steps	
	My instructions are written in the imperative (giving an order)	
	My instructions are written in short sentences	
	I have used language to show the order ('first' 'then' 'next')	
	My beginning statement interests the reader	
	My end statement wraps up my writing	
	My instructions can be used successfully	



What could I do to improve my instructions next time?

A large, empty, lined area for writing, featuring a large, faint question mark in the background.

I can write a traditional story

Me	How I know	Teacher
	I have used a traditional story start	
	My beginning creates a setting	
	My beginning introduces the characters	
	In the middle of my story one event leads to the next	
	I have used descriptive language	
	My story ending resolves the problem	
	I have used a traditional story ending	

What could I do to improve my story next time?

I can make a dictionary		
Me	How I know	Teacher
	I have written each word in my dictionary clearly	
	I have illustrated each dictionary entry clearly to help the reader locate information	
	I have written my definitions in full sentences	
	My definitions are clear and concise	

What could I do to improve my dictionary next time?



I can write a story with a pattern

Me	How I know	Teacher
	My front cover includes a title	
	My front cover includes the author's name (my own name)	
	My story follows the repetitive pattern shown in the story read by the teacher	
	I have words from the teacher's story to create a new version	
	My pictures match the text well	
	My writing makes sense	



What could I do to improve my story next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.



I can write a story in a fantasy world

Me	How I know	Teacher
	My story beginning introduces the character	
	In the middle of my story one event leads to the next	
	I introduce a problem for my character	
	I have used describing words	
	I have used simile (it was LIKE something)	
	I have used short sentences to make my story exciting	
	My story ending solves the problem for the character	
	I have given my story a happy ending (possibly a traditional story ending)	

What could I do to improve my story next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.

I can write about fairy tale characters

Me	How I know	Teacher
	I have described physical features accurately and used adjectives	
	I have used appropriate words to describe a character's personality	
	I have used a capital letter for 'I'	
	I can refer back to the text for evidence	

What could I do to improve my fairy tale character next time?

I can write poems with a pattern

Me	How I know	Teacher
	I can use rhyme	
	I can use words that start with the same letter (alliteration)	
	My poem uses a 'chorus' or repeated line	
	It includes describing words	
	It uses correct punctuation	
	My writing makes sense	

What could I do to improve my poem next time?

I can write lists and captions

Me	How I know	Teacher
	My list is written with each item on a new line, one beneath the other	
	My list is not written in full sentences	
	My list uses no punctuation	
	My caption includes a clear picture	
	My first sentence tells the reader what the object is	
	My second sentence gives more information	

What could I do to improve my work next time?



I can write a recount

Me	How I know	Teacher
	My recount contains a scene-setting opening	
	I recounted events in the right order	
	I used time connectives	
	I used the past tense	
	I used details to bring events alive	
	I used specific names of people, places, objects and so on.	
	I recounted things of interest/ amusement	
	I write as if I was 'telling a story' of what happened	
	I ended with comments on events	



What could I do to improve my recount next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.

I can write poems on a theme

Me	How I know	Teacher
	I used adjectives to add detail	
	I used alliteration (words that start with the same letter)	
	I used onomatopoeia (words that sound like their meaning)	
	I used CAPITAL LETTERS for effect	
	My writing makes sense	
	I used capital letters at the beginning of each line	
	I used commas at the end of each line apart from the last line in each verse, where I used a full stop	

What could I do to improve my poem next time?



I can write poems with a pattern

Me	How I know	Teacher
	I have carefully selected words to create strong images	
	My poem includes onomatopoeia (words that sound like their meaning)	
	It includes alliteration (words that start with the same letter)	
	It includes rhyme	
	It includes personification (making it into a person)	
	I have used a capital letter at the beginning of every line	
	My writing makes sense	



What could I do to improve my poem next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.

I can write a story with a familiar setting

Me	How I know	Teacher
	I used a capital letter for the word 'I'	
	I used a capital letter at the beginning of each sentence	
	I used a full stop at the end of each sentence	
	My work makes sense I wrote as if 'telling the story' of what happened	

What could I do to improve my story next time?

SECTION

YEAR 2

32

Success Criteria for Writing © Focus Education Ltd. 2007

Success Criteria for Writing



I can write a story with a familiar setting

Me	How I know	Teacher
	I used verbs in the past tense	
	I wrote a description of . . .	
	I wrote about a character in the third person	
	I began sentences with time phrases to move the story on: 'Sometimes', 'Now and again'.	
	I used powerful verbs to show how characters were acting	
	I used exciting verbs	
	I used exclamation marks after exciting sentences	
	I included a change of setting	



What could I do to improve my story next time?

A large, empty, lined area for writing, with a large, faint question mark in the background.

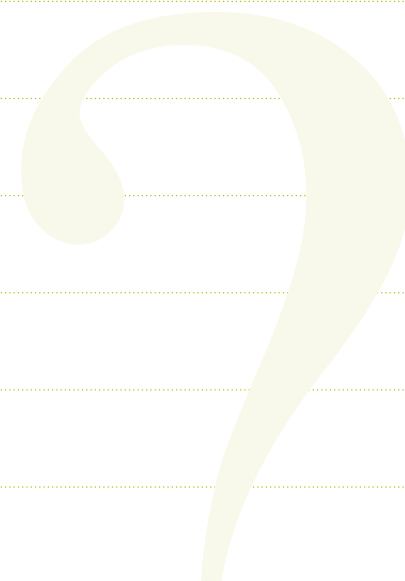


I can write instructions

Me	How I know	Teacher
	I used a 'How to' heading	
	I used an introduction to hook the reader	
	I used a 'You will need' subheading	
	I gave two lists: equipment and materials	
	I used numbered instructions in the right order	
	I used a 'bossy' verb in the present tense to begin each instruction	
	I used an impersonal tone (no 'you' or 'I')	
	I linked diagrams to instructions	
	I used labels, arrows, lines and keys	
	I included a short conclusion to suggest the next action	



What could I do to improve my instructions next time?



I can write explanations

Me	How I know	Teacher
	I used the present tense	
	I used a heading in a large, clear font	
	My main text is written in the order that things happen	
	I used illustrations and diagrams with labels and captions	
	I used arrows to show the order things happen	
	I used subheadings to give extra information	
	I used sentences beginning with a capital letter and ending with a full stop	

What could I do to improve my explanation next time?



I can present information

Me	How I know	Teacher
	My front cover and title give clues to contents	
	I included a contents page to guide reader	
	My first sentence gives the topic and an important fact	
	I used headings and subheadings to organise information	
	I used questions as headings to hook the reader	
	I used the present tense	
	I used captions to give more information about illustrations	
	I used labelled diagrams to help the reader	
	I included a blurb on the back cover to hook the reader a blurb	



What could I do to improve my information text next time?

A large, empty, lined area for writing, with a large, faint question mark in the background.



I can put things in alphabetical order

Me	How I know	Teacher
	I listed the words in alphabetical order	
	I used colour or bold print for the key word	
	I explained the meaning clearly without using the word itself	
	I put the word into a sample sentence	
	I used highlighter or bold print for the key word in the main text	



What could I do to improve my glossary next time?

A large, empty, lined area for writing, featuring a large, faint question mark in the background.



I can write stories with a familiar setting (advanced)

Me	How I know	Teacher
	My story begins with direct speech	
	I wrote in the past tense	
	I used direct speech to carry the story forward	
	I started a new line when a new character speaks	
	I used time phrases to move the story on	
	My story has a clear beginning, middle and ending	
	I have 'hidden' my title at the beginning and end of my story	



What could I do to improve my story next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.

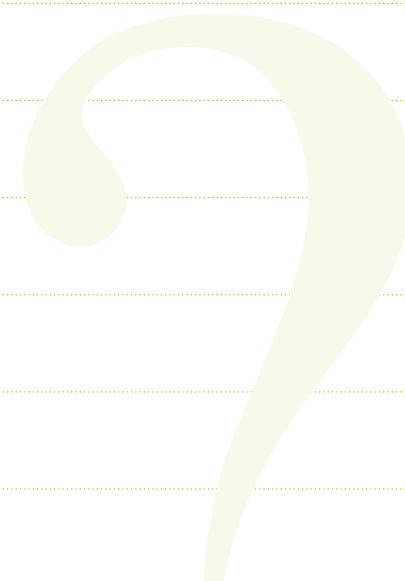


I can write a traditional story

Me	How I know	Teacher
	I used a traditional story start	
	I introduced and described the main character	
	I described the setting	
	I introduced the task using direct speech	
	I described the journey of the character	
	I introduced and described another character	
	I used direct speech when characters met	
	I used repetitive language	
	I resolved the problem well	
	I used a traditional story ending	



What could I do to improve my traditional tale next time?



SECTION

YEAR 3

40

Success Criteria for Writing © Focus Education Ltd. 2007

Success Criteria for Writing



I can write a story with a familiar setting

Me	How I know	Teacher
	My story opening includes a setting using the time of day and/or time of year	
	I described what the weather is like	
	I described what you can see, hear, smell, touch, taste	
	I used powerful verbs	
	I used adjectives	
	I used similes	
	My story opening includes two named characters	
	I used dialogue, with correct punctuation	
	I used powerful verbs after speech	
	I said what the characters are doing (when they are speaking) using powerful verbs	



What could I do to improve my story next time?

A large area with horizontal dotted lines for writing, featuring a large, faint question mark in the background.



I can write a shape poem

Me	How I know	Teacher
	My shape poem uses well-chosen words	
	I used powerful verbs ('bellowed' instead of 'said')	
	I used adjectives (describing words)	
	I used alliteration (words beginning with the same letter)	
	I used onomatopoeia (words that sound like their meaning)	
	I used simile (comparing two things with words such as 'like' or 'as')	
	I used precise nouns (names)	
	I used rhyming words	
	I used a layout that is the shape of the subject	



What could I do to improve my poem next time?

A large area for writing feedback, featuring a large, faint question mark in the background and horizontal dotted lines for text entry.

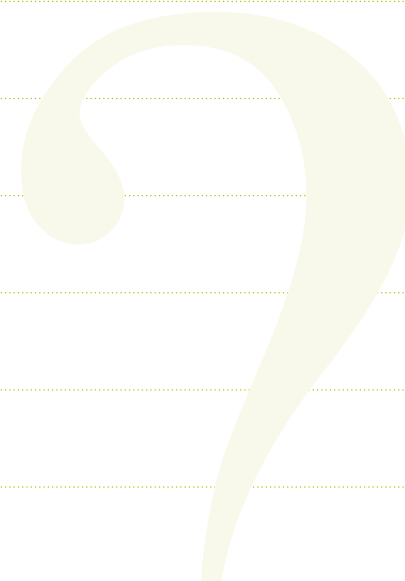


I can write Non-Chronological Reports

Me	How I know	Teacher
	I planned my report using a mind map	
	I used clear, bold writing for my page title	
	I included an introductory paragraph	
	I included subheadings - some written as questions to interest the reader	
	I used technical words to do with the subject	
	I included labelled diagrams	
	I wrote captions for pictures and diagrams	
	I organised information into paragraphs and linked them to the categories in my mind map	
	I used present tense (or past tense for historical reports)	
	I included facts or pieces of information written in sentences	
	I used only factual adjectives	
	I used full stops and capital letters in the right places	
	I included a question to the reader, for example 'Did you know?'	



What could I do to improve my report next time?



I can write traditional stories

Me	How I know	Teacher
	I used a traditional opening	
	I used adjectives to describe the characters	
	I used time connectives to move on to the next part of the story	
	I used speech to: • tell the reader what jobs the goody has to do; • introduce the magic character; • describe the baddies	
	I included magic and a warning	
	I included a traditional ending	

What could I do to improve my story next time?



I can write myths

Me	How I know	Teacher
	My myth includes a beginning, a build-up, a problem, a resolution and an ending	
	I used a traditional opening and ending	
	I used adjectives and powerful verbs to help describe characters	
	I used alliteration	
	I used repetitive sentences	
	I included speech between the main characters	
	I used time connectives	
	I included a phrase that contains an adverb	
	I included a sentences with 'but' in it	
	I included a question	



What could I do to improve my myth next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.



I can write instructions

Me	How I know	Teacher
	My set of instructions includes a heading, an introduction, a list of equipment, step-by-step instructions and a note or tip at the end	
	I used bullet points, numbers or connectives to make the order clear	
	I used diagrams to make the instructions easy to follow	
	I used imperative or 'bossy' verbs to start instructions	
	I made good use of adjectives, adverbs and special or technical words to be precise	
	I used conjunctions to join two ideas together	
	I used a comma to separate ideas	
	I made good use of different fonts and styles, including bold, italic and capitals	
	I used capital letters at the beginning of sentences and for special names	
	I have asked someone to try out my instructions to see if they are easy to follow	



What could I do to improve my instructions next time?

A large area for writing, featuring a large, faint question mark in the background and horizontal dotted lines for text entry.



I can review books by the same author

Me	How I know	Teacher
	My book review includes the title, the name of the author and the illustrator, with capital letters in the correct places.	
	I included my name and age in brackets	
	I used a question with a question mark at the beginning to interest the reader	
	I wrote a short summary of the main events in the story but did not include the ending	
	I used adjectives to describe the main characters and powerful verbs to describe the action	
	I used capital letters for the names of the main characters	
	I used sentences with 'because' in them when giving my opinion	
	I gave my recommendation	
	I gave a star rating or marks out of ten	
	I used the present tense	
	I used the first person ('I', 'me' 'my')	



What could I do to improve my book review next time?

A large area with horizontal dotted lines for writing, featuring a large, faint question mark in the background.



I can write a letter

Me	How I know	Teacher
	I wrote my address on the right-hand side and put the date	
	I wrote Dear . . . followed by a comma	
	In the first paragraph I explained why I was writing	
	In the second paragraph I put the main details	
	In the third paragraph I wrote a closing statement asking for a reply	
	I ended using 'Yours sincerely' or an informal phrase for family and friends	
	I was polite	
	I used some short sentences and some long sentences using conjunctions, for example, 'because', 'but'	
	I used the first person ('I', 'my' 'me')	
	I used capital letters for the names of people, places and titles	



What could I do to improve my letter next time?

A large, light green question mark is centered on a background of horizontal dotted lines, intended for student reflection.

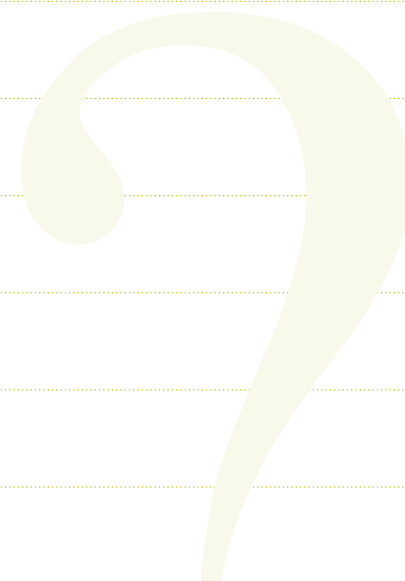


I can write an adventure story

Me	How I know	Teacher
	In my adventure story I have written five chapters: opening, build-up, problem, resolution and ending	
	My ending mentions something from the start of the story	
	I used suspense at the end of at least one chapter	
	I used speech and powerful verbs to describe characters	
	I followed the speech of a character by describing what they are doing using a powerful verb	
	I started sentences in different ways - for example, with an adverbial phrase (how, when, where), a connective or a verb	
	I chose adjectives, simile and precise nouns to describe	
	I used alliteration and onomatopoeia to give sound effects	
	I used some short and some long sentences	
	I used speech marks correctly	
	I presented my story attractively and included a title page and author details	



What could I do to improve my story next time?



SECTION

YEAR 4

50

Success Criteria for Writing © Focus Education Ltd. 2007

Success Criteria for Writing

I can write character sketches

Me	How I know	Teacher
	I showed my character's feelings in my sketch by using powerful verbs and adverbs	
	I used a few special details about appearance	
	I described any other special features of the character (e.g. what they always say or what they always do)	
	I gave him/her an interesting name, possibly using alliteration	
	I showed more about my character by what he/she does and says	

What could I do to improve my character sketch next time?

I can write a persuasive argument

Me	How I know	Teacher
	I started by stating the issue and my opinion of it	
	I supported my arguments with reasons and factual evidence	
	I used logical and cause and effect connectives to link arguments in paragraphs	
	I summarised my arguments	
	I used some/all of the following persuasive devices: • emotive language • rhetorical questions • cause and effect connectives • daring the reader to disagree • making my opinions sound like facts	

What could I do to improve my persuasive text next time?



I can write classic and modern poetry

Me	How I know	Teacher
	I copied rhythm and rhyme patterns where appropriate	
	I used repetition for effect	
	I put a concluding statement at the end	
	I used powerful verbs and adjectives	
	I used some of the following: • alliteration • personification • onomatopoeia • similes	

What could I do to improve my poem next time?



I can use paragraphs in my narrative writing

Me	How I know	Teacher
	My story includes an introduction, build-up, problem, resolution and ending	
	I have used paragraphs	
	I have used the past tense	
	I have included effective but not unnecessary dialogue	
	I have used effective language including: • powerful verbs • adverbs • strong adjectives	
	I have built up my characters using small details	



What could I do to improve my story next time?

A large yellow question mark is centered on the page, indicating a space for reflection and improvement.

I can write poetry on a theme

Me	How I know	Teacher
	I have kept to a rhyme pattern using sensible rhymes	
	My verbs are powerful	
	My adjectives are strong	
	I used alliteration	
	I used similes	

What could I do to improve my poem next time?

I can write poetry on a theme

Me	How I know	Teacher
	I started by stating the aim	
	I listed the items needed	
	I wrote instructions in sequenced steps	
	I used numbers, bullet points or time connectives	
	I added additional information in a separate box	
	I used diagrams to make it clearer	
	I put the verbs first and in the present tense	
	My instructions are written in the second person	
	I used clear, precise language	

What could I do to improve my instructions next time?



I can write a play script

Me	How I know	Teacher
	My script includes a cast list at the start	
	It has a narrator	
	The speakers' names are on the left	
	I have not used speech marks	
	I started a new line for each new speech	
	My play script has scenes	
	I wrote stage directions in brackets	
	I used adverbs and powerful verbs	



What could I do to improve my play script next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.

I can write a newspaper report

Me	How I know	Teacher
	My introduction sets the scene with the five Ws; Where? Why? Who? What? When?	
	I have recounted events in chronological order	
	My closing statement brings the writing to a conclusion	
	It has a well thought out last line to grab attention	
	It is in the past tense	
	I have used the third person	
	I have linked paragraphs using time connectives	

What could I do to improve my newspaper report next time?



I can write a non-chronological report

Me	How I know	Teacher
	My introduction includes a general description about what is to follow	
	I organised my report in specific categories	
	I ended with a conclusion	
	I used the present tense (or past tense for historical report)	
	I used the third person	
	I used technical words	



What could I do to improve my report next time?

A large, faint question mark is visible in the background of the writing area.



I can write stories about imaginary worlds

Me	How I know	Teacher
	My story is set in an imaginary place or time	
	It describes what can be seen, heard, smelt and/or touched	
	There are make-believe characters such as elves, dragons, wizards and so on	
	I used special effects such as magic	
	The setting tells us something about the type of characters we will meet	
	I used some made-up words	
	I used adjectives and adjectival phrases to create atmosphere	



What could I do to improve my story next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.



I can write stories that have chapters

Me	How I know	Teacher
	My story has an opening, build-up, climax, resolution and ending	
	I described the characters by what they say and do	
	I used paragraphs for each new idea	
	Some of my chapters end with a 'hook' to make the reader want to read on	
	I started a new chapter for a change of setting or a new event	
	I used illustrations	
	I used interesting language	
	I used connectives and commas to extend simple sentences	
	I used apostrophes correctly	

What could I do to improve my story next time?

Handwriting practice area with a large question mark and horizontal lines for writing.



I can explain and present information in a book

Me	How I know	Teacher
	My title (which includes the words 'How . . .' or 'Why. . .') shows what I am writing about	
	My opening statement introduces the topic and addresses the reader	
	A series of logical steps explains how or why something happens	
	I have included a diagram	
	My concluding summary or statement relates the subject to the reader	
	I have given additional information in boxes	
	I have used the present tense	
	I have used time and causal connectives	
	My glossary explains technical language	



What could I do to improve my explanation and information text next time?

A large, faint question mark is visible in the background of the writing area.

I can present a discussion

Me	How I know	Teacher
	I have used a clear opening statement	
	I gave arguments for and against	
	I supported the arguments with evidence	
	I used a concluding statement	
	I used the present tense and third person	
	I linked arguments and paragraphs using connectives	

What could I do to improve my discussion text next time?

SECTION

YEAR 5

66

Success Criteria for Writing © Focus Education Ltd. 2007

Success Criteria for Writing



I can write a non-chronological report

Me	How I know	Teacher
	My report describes the way things are	
	I wrote an opening statement	
	I used paragraphs	
	I used an impersonal tone	
	My report is non-chronological	
	I used verbs in the present tense (past if history)	
	I made some use of the passive voice	
	I used correct technical words	
	I gave clear explanations when needed	
	I used some longer/complex sentences	
	I used appropriate and helpful punctuation	
	I included headings	
	I used quotation marks correctly	
	I acknowledged my sources	

What could I do to improve my report next time?





I can write instructions

Me	How I know	Teacher
	My set of instructions includes a title to catch the eye	
	The title says what the instructions are for	
	I used correct names in the text	
	I included a list of requirements or equipment at the beginning	
	I used verbs in the imperative	
	I used the present tense	
	I listed all the steps in chronological order	
	I included diagrams or illustrations	
	I used time words	
	I used a helpful layout	



What could I do to improve my report next time?

A large, faint question mark is visible in the background of this section.



I can make a narrative structure map

Me	How I know	Teacher
	My narrative structure map is written in notes and phrases rather than sentences	
	I included important headings	
	I showed the chronology of events – using numbers or arrows for example	
	My setting and characters are clear	
	I used helpful labels: e.g. 'difficulties', 'predicaments', 'answers', 'resolution'	
	I included clear links with the title	
	I used an easy to follow layout	
	I followed a chronological story sequence	

What could I do to improve my narrative structure map next time?

A large question mark is centered on the page, indicating a space for reflection and improvement.



I keep a good reading journal

Me	How I know	Teacher
	My journal entry includes the title of the story	
	It includes the author's name	
	I used an interesting, clear layout	
	I gave my first impressions of the story (including from the front cover)	
	I included a prediction, particularly about the ending	
	I described any progression or change in my opinion	
	I described my thoughts during reading and afterwards	
	I quoted memorable words (referring to the text)	
	I included a message or recommendation to others	



What could I do to improve my Reading Journal entry next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.



I can write a story opening

Me	How I know	Teacher
	My story opening grabs and holds the reader's interest	
	The reader finds out: where, when and who	
	The characters reveal something about themselves	
	I used a balance of sentence type and paragraphs	
	I varied the sentence structure and punctuation	
	I used sufficient complex vocabulary	
	My descriptions are clear so that they can be visualised	
	I kept the style consistent	
	I hinted that there would be action later in the story	



What could I do to improve my story opening next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.



I can write modern and classic poems

Me	How I know	Teacher
	I have used an interesting form for my poem	
	The style is distinctive and memorable	
	I used repetition or word play to effect	
	I thought about rhyme and sound patterns	
	I chose words carefully	
	I deliberately positioned words and phrases	
	I showed feelings and mood	
	I included a message for the reader	
	I made a link between the poem and the title	
	My poem could be enjoyed more than once	



What could I do to improve my poem next time?

A large, faint question mark is visible in the background of the writing area.



I can write a play script

Me	How I know	Teacher
	My play script follows the usual pattern of scripting	
	I used the correct layout	
	I did not use speech marks	
	I have thought about performance	
	I have remembered the audience's needs	
	My script includes: • stage directions • technical terms • good match between character and dialogue • development of characters and relationships	
	I used standard and non-standard English appropriately	
	I used effective punctuation	
	My play script has dramatic interest	



What could I do to improve my play script next time?

A large area for writing feedback, featuring a large, faint question mark and horizontal dotted lines for text entry.



I can write a recount

Me	How I know	Teacher
	My recount includes an introduction	
	I included time connectives	
	I included illustrations (if helpful)	
	I included essential words	
	I used the past tense	
	I used appropriate style and tone for the reader	
	I made the right choice of vocabulary and sentences	
	I showed chronological order	
	I wrote in the 1st or 3rd person	
	I included a closing statement	



What could I do to improve my recount next time?

A large, faint question mark is visible in the background of the writing area.



I can take notes

Me	How I know	Teacher
	I can understand my notes	
	I included correct facts	
	I included correct 'technical' words or gave things their proper names	
	I showed chronological order of events	
	I used a helpful layout	
	I thought about for whom I was writing	
	I used a helpful style	
	I used abbreviations	
	I used signs or symbols	



What could I do to improve my notes next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.



I can write a fable

Me	How I know	Teacher
	My fable is a complete story	
	I made it clever or amusing	
	I made it quite short	
	I used animals as main characters	
	I treated animals as people	
	I used capital letters	
	My story can be understood	
	I included a moral at the end	



How could I improve my fable next time?

A large area with horizontal dashed lines for writing, featuring a large, faint question mark in the background.



I can write narrative and classic poems

Me	How I know	Teacher
	My new verse fits in with the rest of the poem	
	I used correct rhythm pattern	
	I used appropriate rhymes	
	I used powerful words	
	I used effective images	
	I used repetition	
	I considered sounds of words	



What could I do to improve my verse next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.

I can give a choral performance

Me	How I know	Teacher
	My delivery was clear	
	I used feeling and expression	
	I followed the correct rhythm	
	I thought about the volume	
	I used the right speed	
	My tone of voice suited the words' meaning	
	I used variety in my delivery	
	I considered background sound or music	

What could I do to improve my performance next time?



I can write a myth

Me	How I know	Teacher
	My myth is about gods and goddesses	
	It is set in ancient times	
	It features danger or revenge	
	It includes use of magical powers	
	I used powerful imagery	
	My characters are heroes	
	My myth explains a strange or important happening	
	It features strange, frightening creatures	



What could I do to improve my myth next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.



I can write a legend

Me	How I know	Teacher
	My legend is about people	
	It has a possible basis of truth	
	It features monsters or strange beasts	
	It features some magical powers	
	It includes brave, heroic characters	
	It places emphasis on brave heroes and daring deeds	
	It may feature battles/fights/struggles	
	It makes a distinction between honour and dishonour	
	Good defeats evil	
	My legend includes a traditional ending	



What could I do to improve my legend next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.

I can make notes for explanation

Me	How I know	Teacher
	My notes are clear	
	They are appropriate for the purpose	
	The layout is helpful	
	The facts are correct	
	I used chronological order	
	I used symbols/signs/abbreviations	
	The abbreviations will be understood by their eventual reader	
	I used correct 'technical' words or gave things their proper names	

How could I improve my notes next time?



I can write an explanation

Me	How I know	Teacher
	My text explains how or why something works or happens	
	The title is a question	
	My text may begin 'How' or 'Why'	
	I used an introductory opening statement	
	I gave information in a series of steps	
	I used helpful diagrams	
	I used chronological order	
	I used verbs in present tense	
	I used technical words	
	I used time and causal connectives	
	My text answers the title question	



How could I improve my explanation next time?

A large question mark icon is centered on the page, and the area below the header is filled with horizontal dotted lines for writing.



I can write a non-chronological report

Me	How I know	Teacher
	I can understand my notes	
	I used my reading skills well	
	I found what I planned	
	I used quick methods of recording (e.g. abbreviations)	
	I used my own words – unless copying	
	I used precise quoted words	
	I listed my resources	



How could I improve my notes next time?

A large, empty, lined area for writing, with a large, faint question mark in the background.



I can write a non-chronological report

Me	How I know	Teacher
	My report describes the way things are	
	I wrote an opening statement	
	I used paragraphs	
	I used an impersonal tone	
	My report is non-chronological	
	I used verbs in the present tense	
	I made some use of the passive voice	
	I used correct technical words	
	I gave clear explanations when needed	
	I used some longer/complex sentences	
	I used appropriate and helpful punctuation	
	I included headings	
	I used quotation marks correctly	
	I acknowledged my sources	



How could I improve my non-chronological report next time

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.



**In my narrative reading journal
I make notes about empathy
and points of view**

Me	How I know	Teacher
	I included the title of the story	
	I included the author's name	
	I used an interesting, clear layout	
	I gave my first impressions of the character(s)	
	I said who I felt empathy with	
	I described progression/changes in feelings	
	I made references to incidents/ descriptions	
	I quoted words from the book	
	I considered how the story's point of view might progress	
	I made predictions, particularly about the ending	



**How could I improve my
journal entry next time?**

A large, light green question mark is centered on the page, with horizontal dotted lines for writing.





I can write an additional verse to a poem

Me	How I know	Teacher
	My verse fits in with the rest of the poem	
	I used correct rhyme pattern	
	My rhymes make sense	
	I used an appropriate rhythm pattern	
	I used an effective choice of words	
	I used helpful punctuation and font size	
	I considered sounds of words	



What could I do to improve my poetry writing next time?

A large, empty, lined area for writing, featuring a large, faint question mark in the background.

I can give a choral performance

Me	How I know	Teacher
	I gave a clear delivery	
	I used a good balance of voices	
	I used feeling and expression	
	I used the correct rhythm	
	I considered volume	
	I used the right speed	
	My tone of voice suited the words' meaning	
	There was a variety in the delivery	
	I considered background sound/ sound effects	

What could I do to improve my performance next time?

SECTION

YEAR 6

89

Success Criteria for Writing © Focus Education Ltd. 2007

Success Criteria for Writing



I can write like a journalist

Me	How I know	Teacher
	My article has a short, effective headline	
	My first paragraph is packed with information	
	It provides a strong image and hooks the reader	
	The beginning of my article answers the questions, who? what? where? when? and why?	
	My article is organised into many paragraphs	
	I have included quotes from several people	
	As the articles progresses, the details become less important	



What could I do to improve my article next time?

A large, faint question mark is visible in the background of the writing area.



I can write a poem like a long established poet

Me	How I know	Teacher
	I used an appropriate title that generates interest and hints at what my poem is about	
	My word choice is appropriate for the subject and varied	
	I used strong active verbs to move the poem along	
	I used personification, similes and/or metaphors	
	I used language to create atmosphere and mood	
	The rhythm is natural and easy to read aloud	
	My choice of language makes it easy for a listener to understand	



What could I do to improve my poem next time?

A large yellow question mark is centered on the page, indicating a space for reflection and improvement.



I can write Autobiographies and Diaries

Me	How I know	Teacher
	I have written a clear opening paragraph to set the scene	
	I have used first person pronouns (I, we)	
	I have written in the past tense	
	I have included my feelings, reactions and opinions	
	My writing is about events that were important to me	
	I have used connectives and phrases to indicate time	
	I have included detailed description using powerful verbs and adjectives	
	I have concluded with a reflection	



What could I do to improve my autobiography or diary extract next time?

A large, faint question mark is visible in the background of this section.



I can write a biography

Me	How I know	Teacher
	I have used a rhetorical question to hook the reader	
	My first paragraph summarises the main events of the person's life	
	I have used third person pronouns	
	I have written in the past tense	
	I have used the passive voice to make the writing more formal	
	My writing is about key events in the person's life	
	I have used at least three different ways of linking sentences. They are: 1. 2. 3.	
	My final paragraph mentions something about the person's: • main achievements • personality • how he or she will be remembered	



How could I improve my biographical writing next time?

A large area with horizontal dashed lines for writing, featuring a large, faint question mark in the background.



I can summarise a chapter of some classic fiction

Me	How I know	Teacher
	I noted the title and number of chapter	
	My text is in chronological order	
	It is written in the present tense	
	I used at least three time and sequencing connectives. They are: 1. 2. 3.	
	It is factual account	
	I reduced the details of the chapter to just the main points	
	I used very little descriptive language	
	I included at least three complex sentences My summary does not change the order or balance of the original work	



How could I improve my chapter summary next time?

A large, light green question mark is centered on the page, indicating a space for reflection and improvement.



I can use dialogue in my stories

Me	How I know	Teacher
	My dialogue between the characters moves the story on: • it develops the characters • it shows the reader what is happening	
	My dialogue sounds realistic – the characters have their own voices	
	I used contractions, e.g. 'I'd'	
	I used interjections, e.g. 'Well, um'	
	I used dashes to show pauses	
	I used colloquialisms	
	My punctuation is accurate: • I used a new paragraph for a new speaker • I used speech marks around the spoken words • I used punctuation before the final speech mark each time • I omitted speech marks at a full stop if the same person continued to talk	



How could I improve my dialogue next time?

A large, faint question mark is visible in the background of the writing area.



I can write a Modern Version of a Quest Story

Me	How I know	Teacher
	I described the task – to find something	
	I described the setting	
	My characters set off and overcome obstacles along the way	
	The problems include: • Can't find it • Can't get in • Get trapped • Get chased	
	The solutions to the problems are realistic	
	My characters arrive back at the start, task accomplished	
	I included an ending, e.g. a final comment	
	I used dialogue for characterisation or showing the reader what is happening	



What could I do to improve my quest story next time?

A large area with horizontal dotted lines for writing, featuring a large, faint question mark in the background.

I can write a film review

Me	How I know	Teacher
	My review hooks the reader with a strong first sentence about the film	
	I included the type of film it was	
	I stated to whom the film would best appeal	
	I gave a summary of the action without giving away the ending	
	I gave my opinion as the reviewer	
	I mentioned the strengths and weaknesses, e.g. the plot, acting, costumes	

What could I do to improve my review next time?



I can change narrative to a play script

Me	How I know	Teacher
	I changed description into stage instructions to describe the setting	
	I added dialogue to tell the audience what is happening	
	I left out some parts of the narrative	
	I set out the dialogue as direct speech without speech marks	
	My stage directions are written in brackets: • to tell the actors how to speak their lines • to give instructions for the action	
	My stage directions are in the present tense	



What could I do to improve my play script next time?

A large question mark icon is centered on the page, and the area below the header is filled with horizontal dotted lines for writing.



I can write a non-chronological report

Me	How I know	Teacher
	My report has a clear opening paragraph that shows what it is about	
	My opening paragraph includes generalisations or classifications	
	The main body of my report is clearly organised into paragraphs	
	The information is factual and accurate	
	The style is formal with no personal pronouns (avoids I, you, he, she, we, they me, you, him, her, us, them)	
	I used present tense or past tense for historical reports	
	I used precise, descriptive language and technical terms	
	I included a summarising comment to finish my report	
	I used at least three complex sentences	
	I used connectives of comparison and contrast	

What could I do to improve my report next time?





I can write a balanced argument

Me	How I know	Teacher
	I used a question for the title	
	My introduction explains what the argument is about	
	I gave statements for and against, with reasons to support them	
	My final paragraph sums up and may offer suggestions	
	I used at least three examples of the language of debate, e.g. 'no-one can deny', 'some people believe': 1. 2. 3.	
	I used verbs: • mainly in the present tense • including examples of the passive • Including conditionals. e.g. 'would', 'could', 'might'	
	I used impersonal pronouns	
	I used a personal pronoun in the final paragraph only	
	I used connectives that: • introduce more points: 'furthermore' • give a balanced view: 'however' • draw to a conclusion: 'consequently'	



What could I do to improve my balanced argument next time?

A large, light green question mark is positioned on the right side of the page, spanning across the writing area. The writing area itself is a large rectangle with horizontal dotted lines for writing.



I can write a persuasive argument

Me	How I know	Teacher
	I gave my point of view clearly in the introduction and in the conclusion	
	I backed up each argument with relevant evidence and detail	
	My argument is mainly in the present tense	
	I used conditionals (usually if but more adventurous conditionals are: should, supposing, providing, as long as)	
	I used connectives: • to structure the argument: 'first', 'finally' • to link ideas with in the argument: 'because', 'consequently'	
	I used persuasive devices such as: • statistics • emotive language • rhetorical questions	



What could I do to improve my persuasive argument next time?

A large area with horizontal dotted lines for writing, featuring a large, faint question mark in the background.



I can write a formal leaflet

Me	How I know	Teacher
	My leaflet is split into clearly subtitled sections	
	I used titles and sub-headings to attract the reader	
	I used illustrations to support the information	
	Key information is easily identified through use of colour, shading, boxes, bold and italic, different shaped sections	
	I used standard English which is exact and clear with no doubt	
	I used an impersonal tone, avoiding personal pronouns	
	My vocabulary includes formal phrases and technical words	
	I used at least three complex sentences	
	The verbs I used: • include examples of imperative to show compulsion • may include conditionals • may include passive voice	



What could I do to improve my formal leaflet next time?

A large, faint question mark is visible in the background of the writing area.



I can write a formal letter

Me	How I know	Teacher
	In my formal letter, addresses, date, greeting and sign-off are correctly placed	
	The first paragraph tells who the writer is and explains the reason for writing	
	The middle paragraphs deliver the message	
	The letter states clearly what I would like the recipient to do	
	I used standard English	
	I used the appropriate greeting and sign-off	
	If word-processed, a line space indicates new paragraphs	
	I used a formal tone	

What could I do to improve my formal letter next time?





I can write non fiction texts

Me	How I know	Teacher
	The title introduces the explanation	
	My layout is clear and uses paragraphs or subtitles	
	Any illustrations add to the explanation and are clearly labelled	
	My vocabulary includes: • technical language • precise details • formal language, e.g. 'recorded', instead of 'written'	
	My explanation gives an impersonal view	
	I used the passive voice, and mainly the present tense	
	I used causal connectives, e.g. 'because', 'this results in'	
	My explanation is easy to understand because it is written in a series of logical steps	



What could I do to improve my non-fiction text next time?

What could I do to improve my poetry comparison next time?